

Mathematics	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Number	<ul style="list-style-type: none"> • Know that things exist, even when out of sight. • Begin to organise and categorise objects (e.g. putting all the teddy bears together or teddies and cars in separate piles). • Select a small number of objects from a group when asked (up to 2). 	<ul style="list-style-type: none"> • Recite some number names in sequence up to 5. • Mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). • Show finger numbers to 3. • Begin to solve real life maths problems with support. 	<ul style="list-style-type: none"> • Recite numbers past 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show finger numbers to 4. • Fast recognition of up to 2 objects, without having to count them individually ('subitising'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> • Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. • Rote counts to 10 • Subitises to 3. • Represent numbers to 5 using fingers, marks or digits. • Know the last number in a counting sequence is the total number (cardinal principle)
Numerical Patterns	<ul style="list-style-type: none"> • I can count in every day contexts, potentially missing some numbers. • I can join in with finger rhymes. 	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Can show an understanding of simple comparisons like 'more'. 	<ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'. • Begin to solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> • Compares amounts using the language of 'more, fewer or same'. • Reads numerals to 5 and matches to an amount. • Orders numbers to 5. • Solve real world maths problems with numbers up to 5.
Shape, Space and Measure	<ul style="list-style-type: none"> • Can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Can use blocks to create my own simple structures and arrangements. • Can associate a sequence of actions with daily routines. • Beginning to understand that things might happen 'now.' • Compare sizes, weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy. • Can fill and empty a container. 	<ul style="list-style-type: none"> • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Explores and talks about different shapes using language such as 'big' and 'little'. • Makes comparisons relating to size. • Talk about 'my day'. 	<ul style="list-style-type: none"> • <i>Extend and create ABAB patterns – stick, leaf, stick, leaf.</i> • Show some understanding of 'now' and 'next'. • Talk about a familiar route • Use prepositions in front/behind. • Explore 2D and 3D shapes naming a few. • <i>Make comparisons between objects relating to size, length, weight and capacity.</i> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 	<ul style="list-style-type: none"> • Uses some everyday language to talk about and compare size and shape. • Recognises a repeated pattern and is beginning to create own patterns and arrangements. • Talk about routines e.g. before/after. • Start to identify shapes • Identify shapes in the environment. • Use positional language